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ABSTRACT

Fifteen data tables are presented, indicating the average scores of college-bound seniors from Massachusetts on several College Board tests: the Scholastic Aptitude Test (SAT), Test of Standard Written English, Achievement Tests, and Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT). Selected data on student characteristics and a comparison of Massachusetts students to the national average are also included. Ten conclusions are reached, including: (1) Scholastic Aptitude Test scores have declined from 1971-72 to 1976-77, with greater decline in the mathematics than verbal tests; (2) males scored slightly higher than females on the SAT-verbal and 40-50 points higher on SAT-mathematics; (3) a higher percentage of Massachusetts and New England students registered for the Admission Testing Program than the nationwide sample; (4) grade point averages of the top ten percent of state and nationwide students have risen; (5) Massachusetts students scored lower than the national sample on achievement tests, but all scores have risen; and (6) there were slight declines on the Test of Standard Written English and the PSAT/NMSQT. A one-page bibliography resource guide and a list of Massachusetts school systems and community types are appended. (GDC)

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DECLINING TEST SCORES: AN UPDATE

AN UPDATE ON STATE, REGIONAL AND NATIONAL TRENDS ON COLLEGE BOARD EXAMINATIONS

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I. INTRODUCTION

PURPOSE OF THIS PUBLICATION

The purpose of this publication is to provide school committee members, school administrators, counselors, teachers, parents, and other citizens in Massachusetts with information on recent experiences and trends on examinations administered by the College Board. The information in this monograph includes results of the performance of students from Massachusetts, New England and the nation as a whole since 1971-72 on such examinations as the Scholastic Aptitude Test (SAT), Test of Standard Written English (TSWE), Achievement Tests and Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT).

This publication has been prepared as a sequel to a Massachusetts Department of Education study published in 1976 entitled *Declining Test Scores: A State Study*. That study analyzed available statewide data on the SAT, Achievement Tests and PSAT in order to examine some of the hypotheses occurring since the early 1960's. While this publication does not contain any further analysis of the reasons for the score decline, it offers two more years of trend data on student performance on the SAT and other related examinations. In addition to state, regional and national statistics, it includes three years of trend data on the performance of Massachusetts students categorized by the kind of community in which they reside.

Fifteen tables of trend data are included beginning on page 10. In the remainder of the introduction, each of the College Board's examinations is described. This discussion includes information on the College Board's Admission Testing Program (ATP) and the way in which the test scores and student background information is collected and reported. Definitions of some of the reporting categories, highlights of the data that are reported in the tables, and a discussion of the cautions one must apply when generalizing about these test results are also presented. Following the tables, a selected bibliography of useful resources for further information on the College Board programs can be found. Finally, a list identifying Massachusetts school districts by "Kind of Community (KOC)" has been appended.

DESCRIPTION AND PURPOSE OF COLLEGE BOARD EXAMINATIONS AND SERVICES

The Admissions Testing Program (ATP) is a series of examinations and services of the College Board designed to assist students, high schools, colleges, universities and scholarship agencies with post-secondary decision-making. The components of the ATP that are incorporated into this publication are the following:

1) The Scholastic Aptitude Test (SAT) is a 2½ hour multiple-choice test that measures developed verbal and mathematical reasoning abilities. It is the most widely administered college admissions examination in the country. Over one million high school juniors and seniors annually take this test.

   The SAT is intended to supplement the secondary school record and other information about the student in assessing competence for

college work. The SAT provides separate verbal and mathematical scores as well as verbal subscores in reading comprehension and vocabulary. Individual student performance on the examination is reported on a scale of 200-800. The SAT consists of five sections: two 30-minute verbal sections with a combined total of 85 questions; two 30-minute mathematical sections with a combined total of 60 questions; and one 30-minute section that is used for trying out new questions and improving the quality of the test. This section does not contribute to the students' scores.

2) The Test of Standard Written English, referred to as TSWE, is a 30-minute multiple-choice test administered with the SAT. It evaluates students' ability to recognize standard written English, the language of most college textbooks, and the one they will be expected to use in papers they will write for most college courses. Student scores on the TSWE are reported separately on ATP reports. The scores are not intended to be used by colleges in making admissions decisions but are meant to help place students in an appropriate freshman English course. This test contains 50 multiple-choice questions; scores are reported on a 20 to 60+ scale. Scores of 60+ indicate that the student's abililty goes beyond the range that the test is designed to measure. The test is also not designed to distinguish among students whose command of standard written English is better than average.

3) The Achievement Tests are one-hour multiple-choice examinations designed to assess the skills students have developed in a particular subject, their knowledge of that subject, and their ability to apply that knowledge to new materials and situations. A current exception to this format is the December 1977 form of the English Composition Test which includes 40 minutes of multiple-choice questions and one 20 minute essay assignment. Some colleges use Achievement Test Scores not only in admissions, but also for placement—especially of freshmen in English, mathematics and foreign language courses. Others use them in guidance and counseling. Committees of experienced high school and college teachers set specifications and review the Achievement Tests. These tests are intended to be appropriate for a wide range of secondary school courses. Although no marked changes in emphasis or types of questions are made each year, the tests do reflect changes in high school curricula.

   Achievement Test are given in English Composition, Literature, American History and Social Studies, European History and World Cultures, Mathematics—Level 1, Mathematics—Level 11, French, German, Hebrew, Latin, Russian, Spanish, Biology, Chemistry and Physics. The tables in this publication provide information on student performance on all tests except European History, Mathematics—Level 11, German, Hebrew, Latin, Russian and Physics.

Each summer the College Board produces a series of reports summarizing the ATP test scores and data from the Student Descriptive Questionnaires for students in the previous year's senior class. An extensive series of statistical tables are sent to every high school that had at least 100 seniors who participated in the ATP. Abbreviated versions of these reports are sent to all high schools which had 50 to 99 participating seniors. Summary reports are also produced for colleges and groups of secondary schools and colleges.

The ATP data compiled in this publication were obtained from the ATP summary reports that are produced each year for states, regions, and the nation. These data are published in a series of monographs entitled *College-Bound Seniors*. National and Massachusetts reports have been available since 1971-72 (the high school graduating class of 1972); the New England regional reports have been available since 1972-73, although average scores on the SAT have been calculated for New England students since 1971-72. The information on Massachusetts schools categorized by Kind of Community (KOC) were obtained from special summary reports compiled by the College Board since 1974-75 at the request of the Massachusetts Department of Education. All of the data contained in Tables 1-13 of this publication were obtained either from the *College-Bound Seniors* series or the special KOC reports.

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a shortened version of the SAT which is administered to high school juniors during their fall semester. It serves as a practice test for the SAT and since 1971-72, the results have been also used to award the National Merit Scholarships. The PSAT/NMSQT is scored on a scale of 20 to 80, corresponding to the SAT scale of 200 to 800. Most of the PSAT/NMSQT information that can be found in Tables 14 and 15 were obtained directly from the New England Regional Office of the College Board. The New England office of the College Board has recently made available annual monographs entitled *PSAT/NMSQT Summary Reports*.

OVERVIEW OF TABLES

The tables trend data on the College Board examinations are organized as follows:

Tables 1-6	SAT Trends
Tables 7-8	Test of Standard Written English Trends
Tables 9-11	Achievement Test Trends
Tables 12-13	Selected Statistics on College-Bound Seniors
Tables 14-15	PSAT/NMSQT Trends

There are a few terms used in these tables that need to be defined for the reader. These terms and their definitions are as follows:

1) Average score - The average score of a group of test results is the same as the arithmetical mean. It is computed by adding up all of the individual test scores and dividing the sum by the number of test scores.

2) The Student Descriptive Questionnaire, referred to as the SDQ, is voluntarily completed by students when they register for the ATP. It contains questions about the students' background, academic record, extra-curricular activities and plans for college study. Approximately 85% of students nationally who register for the ATP complete the questionnaire.

3) College-Bound Seniors - This term refers to all of the students who were graduated or whose class was graduated from a high school at the end of the school year. For example, the college-bound seniors for 1977 refers to the students who were graduated or could be eligible to graduate from a secondary school in June 1977, and who registered for the ATP before the spring of their senior year. The test data on "college-bound seniors" are calculated from all the scores of seniors from a

given graduating class plus all the scores of the previous years' sophomores or juniors who did not retake the exams as seniors. If an individual took an exam more than once, only the latest score for that student is included in the summary report analysis.

The term "College-Bound Senior" designates student intent since a few of the students who take the SAT never attend an institution of higher education. The "College-Bound Senior" statistics for Massachusetts, New England and the nation include the test scores and descriptive information from students in public and non-public schools. The Massachusetts KOC data include only information which is drawn from public schools.

4) Kind of Community (KOC) - Based on information concerning its size, financial and demographic characteristics, each school district in Massachusetts was assigned to one of four Kind of Communities or KOC's. The KOC classification was developed from a 1973 division by the Massachusetts Department of Administration and Finance of all cities and towns in the state into one of fourteen groups. The purpose of this grouping was to study the effects of modifications in state aid formulas. Groups were organized on the basis of family income level, size, degree of industrialization, type of community (urban, suburban, rural), and tax rate. These fourteen groups were collapsed into four groups by the Massachusetts Department of Education in 1974. The four KOC's are as follows:

KOC 1: *Big Cities* generally refer to communities designated as central cities according to the 1970 United States Census. Examples of Massachusetts big cities include Brockton, Haverhill, Holyoke, Lawrence, Worcester.

KOC 2: *Industrial Suburbs* generally include three types of communities: suburbs in the inner Boston circle with below average family income and with more than 20% commercial and 7% industrial land use; suburbs in the outer Boston circle with below average family income and with more than 20% commercial land use; and suburbs of central cities other than Boston with below average family income and with more than 20% commercial and 7% industrial land use. Examples of industrial suburbs are Cambridge, Chelsea, Medford, Quincy, Peabody, Waltham, Lee and Monson.

KOC 3: *Residential Suburbs* generally fall into three categories: suburbs of Boston (not industrial suburbs) with average family incomes up to $16,000; suburbs of Boston (not industrial suburbs) with average family incomes over $16,000; and suburbs of central cities other than Boston with above average family incomes. Examples include Arlington, Braintree, Framingham, Scituate, Walpole, Andover, Dover, Milton, Newton, Chelmsford, Shrewsbury, Wilbraham.

KOC 4: *Small Towns and Other Communities* generally include the following types: resort towns in the Cape Cod area; resort towns in the Berkshire area; suburbs of cities other than Boston (not industrial suburbs) with less than average family income; towns with below average family income and industrial/commercial land use; towns with below average family income that are non-industrial, non-commercial and non-resort areas; and communities with a population of less than

2,500 inhabitants but not resort areas. Examples of small towns and other communities include Barnstable, Chatham, Yarmouth, Stockbridge, Bridgewater, Hadley, Oxford, Stoughton, Newburyport, Taunton, Ayer, Kingston, Orange, Webster, Ashfield, Dunstable, Plympton.

A listing of all Massachusetts cities and towns by KOC can be found in the appendix.

II. HIGHLIGHTS OF TRENDS

The data presented in the tables that follow indicate several trends regarding the characteristics of high school students in Massachusetts, New England and the nation who have taken one or more of the examinations administered by the College Board between 1971-72 and 1976-77. Prior to indicating some of these trends, it is important for the reader to be aware of some limitations on the extent to which standardized test scores should be used as a basis for making generalizations on overall student achievement levels.

First, it should be noted that standardized tests only measure a very small percentage of the wide range of skills and knowledge that students acquire both in and out of school. Any generalizations about student achievement made on the basis of test scores should be restricted to what the examinations measure. The SAT, for example, measures verbal and mathematical reasoning abilities considered those most commonly needed for successful academic performance in colleges and universities. Unlike the Achievement Tests, it does not measure specific knowledge taught in schools. Student performance on the SAT should thus not be used as a sole basis for making generalizations about the overall achievement levels of high school students.

Secondly, standardized tests represent only one of several ways of assessing student achievement and should not be the only criterion used for pupil evaluation. Other techniques that teachers and schools use for evaluating student performance include teacher-made tests, observation, classroom achievement and grades.

Finally, the average score of a group of students that take an examination is highly dependent on the percentage of eligible students who actually take a test, as well as the characteristics of these test-takers. Characteristics of the test-taking population that would affect average scores include sex, race, class rank, grade point average, socioeconomic status and type of academic preparation. One would expect, for example, that the average performance levels on an examination administered in a high school would be significantly higher if only students ranked in the top tenth percentile took the test rather than all the students in the school. Thus, before comparing the average scores of groups from year to year on examinations like the SAT and Achievement Tests, one should investigate what changes have taken place in the proportion of eligible students and the characteristics of the students who actually took the test.

The significant trends in the performance and characteristics of high school students in Massachusetts and the nation who took a College Board administered examination are as follows:

1) There has been a continuous decline between 1971-72 and 1976-77 on the average performance level of Massachusetts and national students on the SAT verbal examination. The extent of the decline (24 points) has been the same and the actual averages have been virtually identical in Massachusetts and the nation (see Table 1).

2) There has been a continuous decline between 1971-72 and 1976-77 on the average performance of Massachusetts and national students on the SAT mathematics examination, although the decline is not as pronounced as on the verbal component. While the extent of the

decline (14 to 15 points) has been the same in Massachusetts and the nation, the Massachusetts average scores have ranged from three to five points below the national averages (see Table 3).

3) The average verbal SAT scores for males in both Massachusetts and the nation have remained slightly higher than the female averages. In mathematics, the average male scores have consistently been 40 to 50 points higher than the female (see Tables 2 and 4).

4) In general, Massachusetts public schools, regardless of the Kind of Community they represent, have experienced score declines in the past three years on the SAT verbal section. With the exception of schools in residential suburbs, all have experienced slight declines on the mathematics section (see Tables 5 and 6).

5) In Massachusetts and New England, a much higher percentage of eligible students registered for the ATP than is the case for students registered for the ATP nationwide. In 1976-77, for example, 64% of the approximately 94,000 high school graduates registered for the ATP in Massachusetts (and 62% of the graduates in New England) as compared to 33% of the graduates nationwide (this information was only calculated for one year and cannot be found in any of the Tables).

6) The percentage of Massachusetts and national students who reported they were ranked in the top tenth of their class has remained almost identical since 1971-72. The students' estimated grade point averages have increased over this period in both cases (see Tables 12 and 13).

7) The average performance of Massachusetts students on the achievement tests has continuously been 25-30 points below the national average. This trend may be attributable to the fact that a much greater percentage of students registered for the ATP in Massachusetts took at least one achievement test as compared to students nationally. In 1976-77, for example, 44% of the students took at least one achievement test as compared to 21% nationally (see Tables 9 and 10).

8) There has been an increase between 1971-72 and 1976-77 on the average performance level of Massachusetts and national students on the Achievement Tests (11 point increase in Massachusetts and 7 points nationally). The increase on the achievement test may be attributable, in part, to the fact that both in Massachusetts and the nation, the number and percentage of students taking at least one achievement test have been decreasing since 1971-72 (see Tables 12 and 13).

9) On the Test of Standard Written English, average scores have declined slightly since 1974-75 for students in Massachusetts and nationally. Massachusetts students perform slightly better than students nationally (see Table 7).

10) The average national PSAT/NMSQT scores on both the verbal and mathematical sections have declined slightly since 1971-72. The same trend has occurred in Massachusetts since 1973-74 (see Tables 14 and 15).

III. TABLES ON COLLEGE BOARD EXAMINATION TRENDS

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TABLE 1

AVERAGE SAT - VERBAL SCORES FOR ALL COLLEGE-BOUND SENIORS:
NATIONAL, NEW ENGLAND AND MASSACHUSETTS
1971-72 to 1976-77

YEAR	NATIONAL	NEW ENGLAND	MASSACHUSETTS
1971-72	453	456	453
1972-73	445	447	444
1973-74	444	447	445
1974-75	434	437	434
1975-76	431	435	432
1976-77	429	432	429

TABLE 2

AVERAGE SAT: VERBAL SCORES BY SEX:
NATIONAL AND MASSACHUSETTS
1971-72 to 1976-77

YEAR	NATIONAL		MASSACHUSETTS	
	Male	Female	Male	Female
1971-72	454	452	454	452
1972-73	446	443	446	442
1973-74	447	442	447	443
1974-75	437	431	436	432
1975-76	433	430	434	430
1976-77	431	427	431	427

TABLE 3

AVERAGE SAT - MATHEMATICS SCORES FOR ALL COLLEGE-BOUND SENIORS:
NATIONAL, NEW ENGLAND AND MASSACHUSETTS
1971-72 to 1976-77

YEAR	NATIONAL	NEW ENGLAND	MASSACHUSETTS
1971-72	484	482	480
1972-73	481	482	481
1973-74	480	479	477
1974-75	472	471	469
1975-76	472	472	469
1976-77	470	468	465

TABLE 4

AVERAGE SAT - MATHEMATICS SCORES BY SEX:
NATIONAL AND MASSACHUSETTS
1971-72 TO 1976-77

YEAR	NATIONAL		MASSACHUSETTS	
	Male	Female	Male	Female
1971-72	505	461	500	460
1972-73	502	460	500	461
1973-74	501	459	495	459
1974-75	495	449	489	449
1975-76	497	446	492	447
1976-77	497	445	489	443

TABLE 5

AVERAGE VERBAL SAT SCORES BY KIND OF COMMUNITY
FOR MASSACHUSETTS PUBLIC SCHOOLS
1974-75 to 1976-77

YEAR	Big City (KOC 1)	Industrial Suburb (KOC 2)	Residential (KOC 3)	Small Town and Other (KOC 4)	All Mass. Public Schools
1974-75	406	411	441	428	429
1975-76	403	407	440	426	427
1976-77	401	406	439	425	426

TABLE 6

AVERAGE MATHEMATICS SAT SCORES BY KIND OF COMMUNITY FOR MASSACHUSETTS PUBLIC SCHOOLS

1974-75 to 1976-77

YEAR	Big City (KOC 1)	Industrial Suburb (KOC 2)	Residential (KOC 3)	Small Town and Other (KOC 4)	All Mass. Public Schools
1974-75	443	446	482	462	467
1975-76	440	443	485	464	468
1976-77	437	441	482	461	466

TABLE 7

AVERAGE TEST OF STANDARD WRITTEN ENGLISH SCORES
NATIONAL, NEW ENGLAND AND MASSACHUSETTS
1974-75 to 1976-77

YEAR	NATIONAL	NEW ENGLAND	MASSACHUSETTS
1974-75	43.2	44.1	43.8
1975-76	43.1	43.8	43.5
1976-77	42.9	43.6	43.3

TABLE 8

AVERAGE TEST OF STANDARD WRITTEN ENGLISH SCORES
BY KIND OF COMMUNITY FOR MASSACHUSETTS
PUBLIC SCHOOLS
1974-75 to 1976-77

YEAR	Big City (KOC 1)	Industrial Suburb (KOC 2)	Residential (KOC 3)	Small Town and Other (KOC 4)	All Mass. Public Schools
1974-75	41.0	42.3	44.1	43.3	43.2
1975-76	40.9	41.8	44.1	43.1	43.1
1976-77	40.7	41.5	44.2	43.0	43.1

TABLE 9

AVERAGE ACHIEVEMENT TEST SCORES FOR ALL NATIONAL COLLEGE-BOUND SENIORS
1971-72 to 1976-77

YEAR	Average for all Achievement-Tests	English Composition	Math Level 1	American History	Biology	Chemistry	French	Literature
1971-72	526	516	541	492	535	568	539	N.A.
1972-73	527	517	537	498	532	572	544	N.A.
1973-74	533	517	545	498	545	581	560	N.A.
1974-75	531	515	545	494	544	569	553	522
1975-76	538	532	546	493	543	567	553	525
1976-77	533	516	547	492	543	574	553	526

NOTE: N.A. indicates the information is not available.

TABLE 10

AVERAGE ACHIEVEMENT TEST SCORES FOR ALL MASSACHUSETTS
COLLEGE-BOUND SENIORS
1971-72 to 1976-77

YEAR	Average for all Achievement Tests	English Composition	Math Level 1	American History	Biology	Chemistry	French	Literature
1971-72	494	490	505	458	495	525	534	499
1972-73	498	495	504	467	489	529	545	N.A.
1973-74	504	493	510	473	508	536	561	504
1974-75	504	492	513	477	508	531	555	497
1975-76	513	514	516	479	510	531	564	499
1976-77	506	493	516	475	509	535	555	502

NOTE: N.A. indicates the information is not available.

TABLE 11

AVERAGE ACHIEVEMENT TESTS SCORES (ALL ACHIEVEMENT TESTS)
BY KIND OF COMMUNITY FOR MASSACHUSETTS PUBLIC SCHOOLS
1974-75 to 1976-77

YEAR	Big City (KOC 1)	Industrial Suburb (KOC 2)	Residential (KOC 3)	Small Town and Other (KOC 4)	All Mass. Public Schools
1974-75	494	477	509	503	503
1975-76	503	485	519	513	512
1976-77	499	477	513	507	507

TABLE 12

SELECTED STATISTICS ON COLLEGE-BOUND SENIORS REGISTERED FOR THE ADMISSIONS TESTING PROGRAM, NATIONALLY

1971-72 to 1976-77

YEAR	Number of Students Registered for ATP	Percent Males/ Females	Percent Reg. for ATP Who Takes at Least One Achievement Test	Percent from Public Schools	Percent Minority Students	Self Reported Rank Percentage in Top Tenth	Estimated Grade Point Average
1971-72	1,081,000	51.2/48.8	31%	N.A.	13%	24%	N.A.
1972-73	1,072,935	51.0/49.0	27%	N.A.	11%	23%	3.04
1973-74	1,045,273	50.1/49.9	24%	N.A.	14%	22%	3.06
1974-75	1,064,540	49.9/50.1	21%	82%	14%	22%	3.09
1975-76	1,063,488	49.5/50.5	21%	82%	15%	23%	3.12
1976-77	1,027,962	48.9/51.1	21%	83%	16%	23%	3.11

NOTE: N.A. indicates this information is not available.

TABLE 13

SELECTED STATISTICS ON COLLEGE-BOUND SENIORS REGISTERED FOR THE ADMISSIONS TESTING PROGRAM, MASSACHUSETTS

1971-72 to 1976-77

YEAR	Number of Students Registered for ATP	Percent Males/ Females	Percent Reg. for ATP Who Take at Least One Achievement Test	Percent from Public Schools	Percent Minority Students	Self Reported Rank Percentage in Top Tenth	Estimated Grade Point Average
1971-72	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
1972-73	57,455	50.2/49.8	58%	N.A.	4%	18%	2.86
1973-74	57,748	49.4/50.6	52%	N.A.	6%	17%	2.88
1974-75	60,902	49.2/50.8	47%	80%	6%	16%	2.91
1975-76	61,245	49.1/50.9	45%	81%	7%	17%	2.94
1976-77	60,376	48.5/51.5	44%	81%	7%	17%	2.93

NOTE: N.A. indicates this information is not available.

TABLE 14

AVERAGE PSAT/NMSQT VERBAL SCORES: NATIONAL AND MASSACHUSETTS
1971-72 to 1976-77

YEAR	NATIONAL	MASSACHUSETTS
1971-72	42.2	N.A.
1972-73	42.7	N.A.
1973-74	41.8	N.A.
1974-75	41.6	42.1
1975-76	41.1	41.5
1976-77	40.5	40.9

NOTE: N.A. indicates this information is not available.

TABLE 15

AVERAGE PSAT/NMSQT MATH SCORES: NATIONAL AND MASSACHUSETTS
1971-72 to 1976-77

YEAR	NATIONAL	MASSACHUSETTS
1971-72	45.2	N.A.
1972-73	46.9	N.A.
1973-74	45.2	N.A.
1974-75	45.9	45.5
1975-76	45.5	45.2
1976-77	45.0	44.7

NOTE: N.A. indicates this information is not available.

IV. SELECTED BIBLIOGRAPHY AND INFORMATION CONTACTS

COLLEGE BOARD

The College Board publishes a number of publications that are useful resources for additional information about the Admissions Testing Program and the Summary Report Service. These publications are as follows:

1. *About the Achievement Tests*
2. *About the SAT and the Test of Standard Written English*
3. *Announcing the English Composition Test with Essay*
4. *Guide to the Admissions Testing Program 1977-78*
5. *Massachusetts: College-Bound Seniors, 1977-78*
6. *National Report: College-Bound Seniors, 1977*
7. *New England: College-Bound Seniors, 1977*
8. *School Guide to the 1977 Summary Reports*
9. *Student Bulletin 1977-78*
10. *The College Board Today: A Guide to Its Programs and Services 1977*

In addition to these annual monographs, the College Board has published the following research studies related to the development and recent score trends of their examinations:

1. *The College Board Admissions Testing Program: A Technical Report on Research and Development activites Relating to the Scholastic Aptitude Test and Achievement Tests.* William Angoff, editor. 1971
2. *On Further Examination: Report of the Advisory Panel on the Scholastic Aptitude Test Score Decline.* Wirtz Commission, 1977. Includes an annotated list of 27 special studies and papers commissioned by the advisory panel.

In order to obtain these publications or to receive further information on the ATP and national or individual school scores, please contact:

New England Regional Office
College Entrance Examination Board
470 Totten Pond Road
Waltham, Massachusetts 02154
617/890-9150

MASSACHUSETTS DEPARTMENT OF EDUCATION

The Massachusetts Department of Education has published the following study on the SAT decline:

Declining Test Scores: A State Study, Bureau of Research and Assessment

In order to obtain this publication or to receive additional information on regional, state and kind of community scores, please contact:

Bureau of Research and Assessment
Department of Education
31 St. James Avenue
Boston, Massachusetts 02116
617/727-8497

APPENDIX

MASSACHUSETTS CITIES AND TOWNS BY "KIND OF COMMUNITY"

KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM	KOC	SCHOOL SYSTEM
3	Abington	2	Chelsea	4	Greenfield
3	Acton	4	Chesterfield Union 66	3	Groton Union 46
4	Acushnet	1	Chicopee	4	Groveland Union 53
4	Agawam	4	Chilmark Union 19	4	Hadley
4	Amesbury	4	Clarksburg Union 43	4	Halifax Union 31
3	Amherst Union 26	4	Clinton	3	Hamilton Union 57
3	Andover	3	Cohasset	4	Hampden
3	Arlington	3	Concord	4	Hancock Union 69
4	Ashburnham Union 56	4	Conway Union 38	3	Hanover
4	Ashfield Union 65	3	Danvers	4	Hanson
3	Ashland	4	Dartmouth	4	Hardwick Union 63
4	Athol	3	Dedham	4	Harvard
4	Attleboro	4	Deerfield Union 38	4	Harwich
2	Auburn	4	Dennis Union 11	4	Hatfield
3	Avon	4	Dighton Union 37	1	Haverhill
4	Ayer	4	Douglas	3	Hingham
4	Barnstable	3	Dover Union 50	3	Holbrook
4	Barre Union 63	4	Dracut	3	Holden Union 64
3	Bedford	4	Dunstable Union 46	4	Holland Union 61
4	Belchertown	3	Duxbury	3	Holliston
4	Bellingham	4	East Bridgewater	1	Hoyloke
3	Belmont	4	East Brookfield Union 7	4	Hopedale
4	Berkley Union 37	4	Eastam Union 54	3	Hopkinton
4	Berlin Union 60	2	Easthampton	4	Hubbardston Union 63
4	Bernardston Union 18	3	East Longmeadow	3	Hudson
3	Beverly	3	Easton	3	Hull
4	Bxxxxxxx	4	Edgartown Union 19	4	Ipswich
5	Blackstone Union 44	4	Erving Union 28	4	Kingston Union 31
4	Bolton Union 47	4	Essex Union 48	4	Lakeville Union 34
1	Boston	2	Everett	4	Lancaster
4	Bourne Union 10	4	Fairhaven	4	Lanesborough Union 69
4	Boxborough Union 42	1	Fall River	1	Lawrence
3	Boxford Union 58	4	Falmouth	2	Lee Union 29
3	Boylston Union 60	1	Fitchburg	4	Leicester
3	Braintree	4	Florida Union 43	4	Lenox
4	Brewster Union	3	Foxborough	1	Leominster
4	Bridgewater	3	Framingham	4	Leverett Union 28
4	Brimfield Union 61	4	Franklin	3	Lexington
1	Brockton	4	Freetown Union 34	4	Leyden Union 18
4	Brookfield Union 61	4	Gardner	3	Lincoln
3	Brookline	4	Georgetown	3	Littleton
3	Burlington	4	Gill Union 18	3	Longmeadow
2	Cambridge	4	Gloucester	1	Lowell
3	Canton	4	Goshen Union 66	4	Ludlow
3	Carlisle	4	Gosnold Union 37	4	Lunenburg
4	Carver Union 62	3	Grafton	2	Lynn
4	Chatham	4	Granby	3	Lynnfield
3	Chelmsford	4	Granville Union 39	2	Malden

KOC	SCHOOL SYSTEM
3	Manchester Union 48
4	Mansfield
3	Marblehead
4	Marion Union 55
4	Marlborough
3	Marshfield
4	Mashpee Union 10
4	Mattapoisett Union 55
4	Maynard
3	Medfield
2	Medford
4	Medway
3	Melrose
4	Merrimac Union 53
4	Methuen
4	Middleborough
3	Middleton
4	Milford
2	Millbury
3	Millis
4	Millville Union 44
3	Milton
4	Monroe Union 43
2	Monson
4	Montague
3	Nahant
4	Nantucket
3	Natick
3	Needham
1	New Bedford
4	New Braintree Union 12
3	Newbury Union 68
4	Newburyport
4	New Salem Union 28
3	Newton
3	Norfolk
4	North Adams
4	Northampton
3	North Andover
4	North attleborough
3	Northborough Union 3
4	Northbridge
4	North Brookfield Union 7
4	Northfield Union 18
3	North Reading
4	Norton
3	Norwell
3	Norwood

KOC	SCHOOL SYSTEM
4	Oak Bluffs Union 19
4	Oakham Union 63
4	Orange
4	Orleans Union 54
4	Otis Union 29
4	Oxford
4	Palmer
3	Paxton Union 64
2	Peabody
4	Pelham Union
3	Pembroke Union 26
4	Petersham
4	Phillipston Union 1
1	Pittsfield
4	Plainville
4	Plymouth Union 62
4	Plympton Union 31
4	Princeton Union 64
4	Provincetown Union 14
2	Quincy
3	Randolph
3	Raynham
3	Reading
4	Rehoboth Union 37
2	Revere
4	Richmond Union 69
4	Rochester Union 55
3	Rockland
3	Rockport
4	Rowe Union 65
4	Rowley Union 68
4	Royalston Union 1
4	Rutland Union 64
2	Salem
4	Salisbury Union 68
4	Sandsfield Union 39
4	Sandwich Union 10
3	Saugus
4	Savoy Union 43
3	Scituate
3	Seekonk
3	Sharon
3	Sherborn Union 50
4	Shirley Union 42
3	Shrewsbury
4	Shutesbury Union 28
4	Somerset
2	Somerville

KOC	SCHOOL SYSTEM
4	Southampton Union 66
3	Southborough Union 3
4	Southbridge
4	South Hadley
4	Southwick Union 39
4	Spencer
1	Springfield
4	Sterling Union 64
3	Stoneham
4	Stoughton
3	Stow Union 47
3	Sturbridge Union 61
3	Sudbury
4	Sunderland Union 38
4	Sutton
3	Swampscott
4	Swansea
4	Taunton
3	Templeton Union 1
3	Tewksbury
4	Tisbury Union 19
3	Topsfield Union 58
4	Truro Union 14
4	Tyngsborough
4	Tyringham Union 29
4	Uxbridge
3	Wakefield
4	Wales Union 61
3	Walpole
2	Waltham
4	Ware
4	Wareham
2	Warren Union 12
4	Warwick Union 18
2	Watertown
3	Wayland
4	Webster
3	Wellesley
4	Wellfleet Union 54
4	Wendell Union 28
3	Wenham Union 57
3	Westborough
3	West Boylston
4	West Bridgewater
4	West Brookfield Union 12
4	Westfield
3	Wesford
4	Westhampton Union 66

KOC	SCHOOL SYSTEM
4	Westminster Union 56
4	West Newbury Union 53
3	Weston
4	Westport
4	West Springfield
4	West Tisbury Union 19
3	Westwood
3	Weymouth
4	Whately Union 38
4	Whitman
3	Wilbraham
4	Williamsburg Union 66
3	Williamstown
3	Wilmington
4	Winchendon
3	Winchester
3	Winthrop
3	Woburn
1	Worcester
3	Wrentham
4	Yarmouth Union 11

*KOC Definitions: 1 = Big City; 2 = Industrial suburb; 3 = Residential suburb; 4 = Other